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AUTHOR Bender, Virginia; And Others
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ABSTRACT

In fall 1991, a follow-up study was conducted of former Computer Information System (CIS) program students at William Rainey Harper College (WRHC), in Palatine, Illinois, in an effort to evaluate and provide future direction for the program. All students who had taken four or more CIS courses between summer 1986 and spring 1990, but were not enrolled by fall 1991 were mailed surveys. Study findings, based on a 73% response rate (n=227), included the following: (1) while attending WRHC, 35% of respondents had worked full-time, and 9% had worked part-time in the CIS field, while 17% had not been employed; (2) upon leaving WRHC, 44% remained with the same employer, 17% took new positions in the CIS field, 17% continued their education, and 12% took jobs outside the CIS field; (3) 60% were currently working directly in the CIS field, and many of those employed in other fields were using computer skills in their jobs; (4) the average salary of respondents was $31,000, well above the $26,500 average for WRHC's career alumni; (5) upon entering WRHC, 42% of the respondents had intended to earn a certificate or an associate degree, and 40% ultimately did graduate from the college; (6) nearly 90% indicated that the CIS courses or program had a positive effect on their present job or educational situation; and (7) there appeared to be a good market for continuing education offerings among former CIS students. Detailed results and the survey instrument are included. (MAB)

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William Rainey Harper College

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Computer Information Sy

John A. Lucas, Director
Office of Planning and Research

Cal Meltesen, Research Analyst
Office of Planning and Research

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398
708/397-3000

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A B S T R A C T

THE PURPOSE OF THIS STUDY WAS TO FOLLOW-UP FORMER COMPUTER INFORMATION SYSTEM (CIS) STUDENTS SO AS TO HELP EVALUATE THE PROGRAM AND HELP PROVIDE A FUTURE DIRECTION. ALL 311 FORMER STUDENTS WHO HAD TAKEN FOUR OR MORE CIS COURSES BETWEEN 1986 AND 1990 AND WERE NOT ENROLLED IN THE FALL OF 1991 WERE SURVEYED. AFTER APPROPRIATE FOLLOW-UP PROCEDURES A 73 PERCENT RESPONSE RATE WAS ATTAINED.

RESULTS OF THE SURVEY SHOWED THAT THERE WERE A MIXTURE OF OUTCOMES EXPECTED FROM THE COMPUTER INFORMATION SYSTEM (CIS) PROGRAM. JUST UNDER HALF WERE ALREADY EMPLOYED IN THE CIS FIELD WHILE ENROLLED AT HARPER AND ALMOST ALL OF THESE STUDENTS REMAINED WITH THIS COMPANY AFTER LEAVING HARPER. SIXTY PERCENT ARE WORKING DIRECTLY IN THE CIS FIELD NOW AND IN ADDITION, MANY OF THOSE NOT WORKING IN THE CIS FIELD ARE, NEVERTHELESS, STILL USING COMPUTER SKILLS IN THEIR WORK. THEIR SALARY OVER $31,000 IS WELL ABOVE THE ALL CAREER ALUMNI AVERAGE. NINETY PERCENT SAID THE CIS PROGRAM HAD A POSITIVE EFFECT ON THEIR CURRENT SITUATION. THERE APPEARS TO BE A GOOD MARKET FOR CONTINUING EDUCATION OFFERINGS AMONG FORMER STUDENTS IN CIS WITH NETWORKS BEING THE MOST POPULAR TOPIC.

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Purpose

The purpose of this study was to follow-up former Computer Information System students so as to help evaluate the program and help provide a future director. This is a part of the Program Review process and the study was requested by the Coordinator of the Computer Information System Program.

Methodology and Population Surveyed

All students who completed four or more CIS (DPR) courses between the summer of 1986 and the spring of 1990 and were not enrolled in the fall of 1991 were included in the study. The survey instrument shown in the appendix was developed jointly by the Office of Planning and Research and the Computer Information System Department. This survey was mailed to all 311 former students in the study population. After a second mailing and telephone calls to the non-respondents, 227 completed surveys were obtained for a 73 percent response rate. Information from the student data base was also gathered on these students.

The survey population was comprised of 48 percent male, 14 percent out-of-district, 9 percent disabled and 13 percent minority. Considering their major fields, 60 percent were CIS majors, 10 percent other career majors and 30 percent were transfer majors. As to the number of CIS courses completed, 42 percent passed 4 CIS courses, 36 percent passed 5 or 6 CIS courses and 22 percent completed 7 or more CIS courses. Their average GPA was 3.17 and two thirds had earned a B average or higher. At entry, 42 percent intended to earn a certificate or an associate degree and in the end 40 percent did graduate from Harper.

Discussion of Results

Looking back at their education at Harper, 19 percent said their expected outcome was to take CIS courses for general interest, 30 percent said to upgrade skills in their present job, 37 percent were preparing for a job in the CIS field and 14 percent were preparing to transfer into a CIS baccalaureate program. While at Harper 35 percent worked full time in the CIS field, 9 percent were employed part time in CIS, 39 percent were employed in another field, while 17 percent were not employed. Upon leaving Harper, 44 percent remained with the same company where they were working when they entered Harper. Another 17 percent took a new job in the CIS field, 17 percent continued their education at a new college and 12 percent took a job outside the CIS field. Among those employed upon leaving Harper, over half worked in the service industry, manufacturing or finance. Their mean salary at that time was $21,600. Currently their mean salary is $31,400 considerably above the average salary of $26,500 earned by all career alumni after leaving Harper for 6 or 7 years. Sixty percent are working in fields related to CIS and many of those not are using computer skills.

In evaluating their educational experience, almost 90 percent said that the CIS courses or program had a positive effect on their present job or educational situation. The most valuable courses to these former students were topics in data processing, advanced "C", computer programming - advanced assembler, computer logic and programming technology, CTT and object oriented software development and word processing for micros. Skills and competencies not developed at Harper which would have helped at least a fourth of these former students when they first started out were JCL, Windows, Hardware, business report writing, presentation skills, and management. Additional training that 60 percent of these former students think today's students should receive to prepare them for a CIS occupation is Network and Database.

Discussion of Results (continued)

Some 54 of these former students wrote additional comments about their experiences at Harper. Another 34 listed computer seminars, courses or workshops they have taken at their place of employment. Forty-nine former students listed a number of computer seminars courses, or workshops they would like to attend at Harper if they were offered. Forty-one different topics were listed. The topics cited most often were Networks, AS/400, Microcomputer applications, UNIX, Windows and McIntosh.

Major Conclusions

There were a mixture of outcomes expected from the Computer Information System (CIS) program. Just under half were already employed in the CIS field while enrolled at Harper and almost all of these students remained with this company after leaving Harper. Sixty percent are working directly in the CIS field now and in addition, many of those not working in the CIS field are, nevertheless, still using computer skills in their work. Their salary over $31,000 is well above the all career alumni average. Ninety percent said the CIS Program had a positive effect on their current situation. There appears to be a good market for continuing education offerings among former students in CIS with networks being the most popular topic.

Main Frame Information on Students Attending Between
Summer 1986 and Spring 1990 and Took at Least 4 DPR Classes

	N		PCT
Number of Students	462		100.0
Average GPA -- 3.17			
GPA's 3.00 or above	313		67.7
GPA's under 2.00	21		4.5
Marital Status			
Married	20		28.6
Single	50		71.4
Unknown	392		
Gender			
Male	220		47.6
Female	242		52.4
Residence			
In-District	398		86.1
Out-of-District	57		12.3
Out-of-State	1		.2
International	6		1.3
Number of Courses Registered			
Four	192		41.6
Five	102		22.1
Six	65		14.1
Seven	32		6.9
Eight	26		5.6
Nine	12		2.6
Over Nine	33		7.1
Average number of courses attended		5.6	
Reason Attended			
Future Job	136		36.6
Improve Job Skills	64		17.2
Explore Courses	43		11.6
Prepare for Transfer	73		19.6
Review Basic Skills	1		.3
Personal Interest	42		11.3
Other Intent	13		3.5
High School Rank			
First Quarter	148		42.9
Second Quarter	139		40.3
Third Quarter	52		15.1
Fourth Quarter	6		1.7
Degree Intent			
Degree	151		32.7
Certificate	41		8.9
No Degree	270		58.4
Disabled			
Yes	40		8.7
No	422		91.3
Race/Ethnic			
Asian, Pacific Island	38		8.8
American Indian	1		.2
Black American	6		1.4
Hispanic American	8		1.9
White American	374		86.8
Foreign Student	4		.9
Unspecified/Refused	31		
Degree Earned			
No	276		59.7
Yes	186		40.3

Main Frame Information on Students Attending Between Summer 1986 and Spring 1990 and Took at Least 4 DPR Classes (continued)

	N	PCT
Degree Status by Hours		
No Degree	276	59.7
Less than 12	31	6.7
Between 13-23	75	16.2
Between 24-35	59	12.8
Between 36-47	40	8.7
48 or More	71	15.4
Degree Earned	186	40.3
48 or More	125	27.1
Under 48	61	13.2
Average ACT Score	18.6	
Type of Major		
Career	324	70.1
Career/DPR Major (PCT of Career Majors)	277	85.5
Transfer	138	29.9
Enrollment Goal When Entered Harper		
To take a few courses	86	38.1
To earn a certificate in CIS	40	17.7
To earn an AAS in CIS	100	44.2
Total	226	100.0
Expected Outcome		
To take CIS courses as an elective or for general interest	43	19.0
To upgrade skills in present job situation	68	30.1
To prepare to get a job in the CIS field	83	36.7
To prepare to transfer to a baccalaureate program in CIS	32	14.2
Total	226	100.0
Employment Situation While Enrolled at Harper		
Held a full-time job in CIS	80	35.2
Held a part-time job in CIS	21	9.3
Held a job in another field	89	39.2
Was not employed	37	16.3
Total	227	100.0
What Student did Immediately After Leaving Harper		
Employed with same company now as when first entered Harper	99.5	44.0
Took a job in the CIS field	39	17.3
Continued education at another college	38.5	17.0
Took a job out of the CIS field	28	12.4
Still enrolled at Harper College	10	4.4
Unemployed but searching for employment	6	2.7
Retired	3	1.3
Volunteer in community using CIS skills	1	.5
Starting a family	1	.4
Total	226	100.0

Industry Type of Present Job	N	PCT
Service Industry	45	23.2
Manufacturing	42.34	21.8
Finance	17	8.8
Communication	15	7.8
Insurance	11.5	5.9
Retail Trade	11.33	5.9
Education	11.0	5.7
Government	10.5	5.4
Transportation	9.0	4.6
Computer Hardware or Software	8.0	4.1
Wholesale Trade	5.33	2.8
Utilities	2.0	1.0
Real Estate	2.0	1.0
Construction	1.0	.5
Publishing	1.0	.5
Market Research	1.0	.5
Religion	1.0	.5
Total	194	100.0

Current Full-Time Annual Salary Rate		
$12,000 - $14,999	10	6.0
$15,000 - $19,999	13	7.8
$20,000 - $24,999	28	16.9
$25,000 - $29,999	32	19.3
$30,000 - $34,999	33	19.9
$35,000 - $39,999	19	11.5
$40,000 - $49,999	20	12.0
$50,000 - $59,999	7	4.2
$60,000 - $69,999	3	1.8
$70,000 - $79,999	1	.6
Total	166	100.0

Median Salary	$30,000
Mean Salary	$31,400

Job Title for Current Job		
Related to CIS	110	60.0
Not Related to CIS	75	40.0
Total	185	100.0

User Assistant	Programmer/Analyst	Real Estate
Nurse	Production Manager	Sr. Systems Programmer
Jr. Programmer	Accountant	Accountant Assistant
Test Equipment Technician	Programmer III	Field Service Manager
Superintendent of Admin.	Accounting Clerk	Swing Shift Manager
Dining Room Technician	Computer Applications Analyst	Data Processing
Marketing Manager	Business Systems Analyst	Educator
Field Engineer	Info Center Manager	Telecom Operations
Writing Center Asst.	Computer Operator	Accountant
Pension & Welfare Supervisor	Computer Programmer	CAD Technician
Printer	Lead Computer Operator	Collector
Salesman	Reservation Sales	Manager of MIS
Literacy	EFT Coordinator	Database Administrator
Stock Person	Packing	Project Supervisor
Dog Groomer	Mgr. of Video Shop	Mailroom
Industrial Engineer	Sr. Tax Auditor	Teller/Special Services

Industry Type of Starting Job After Leaving Harper	N	PCT
Service Industry	36	24.6
Manufacturing	28	19.2
Finance	17	11.6
Insurance	14.5	9.9
Retail Trade	10	6.8
Education	7	4.8
Communication	6	4.1
Government	6	4.1
Transportation	5	3.4
Computer Hardware and Software	4.5	3.1
Wholesale Trade	3	2.1
Marketing	3	2.1
Temporary Employment Service	1	.7
Utilities	1	.7
Real Estate	1	.7
Electronics	1	.7
Religion	1	.7
Construction	1	.7
Total	146	100.0

Starting Full-Time Annual Salary Rate		
$ 7,000 - $ 8,999	4	3.0
$ 9,000 - $ 9,999	1	.7
$10,000 - $11,999	5	3.7
$12,000 - $14,999	21	15.7
$15,000 - $19,999	31	23.2
$20,000 - $24,999	35	26.1
$25,000 - $29,999	17	12.7
$30,000 - $34,999	13	9.7
$35,000 - $39,999	4	3.0
$40,000 - $49,999	2	1.5
$50,000 - $59,999	1	.7
Total	134	100.0
Median Annual Salary	$20,600	
Mean Annual Salary	$21,600	

Several Job Titles of Starting Job

Tutor, 1984	Nurse, 1976	Production Manager, 1987
Programmer, 1987	Computer Oper. 1989	Accounting, 1974
Swing Shift Mgr., 1981	Office, 1990	Shipping Clerk, 1984
Order Entry, 1989	Statistician, 1986	Instructor
Tape Librarian, 1985	Systems Analyst, 1984	Bank Operations, 1986
Bookkeeper, 1989	Collector, 1988	Bookkeeper, 1977
VP and GM, 1982	Ticket Agent, 1989	Clerk, 1991
Phone Technician, 1985	Packing, 1988	Carpenter, 1989
Groomer, 1990	Electrician, 1986	General Manager, Photo Lab
Industrial Engr., 1949	Data Entry Oper. 1980	Teller, 1989
Shipping/Warehouse Mgr.	Library Assistant	Dir. of Planning/Research, 1982
Accounts Payable Clerk	Branch Manager, 1985	Real Estate Appraiser, 1972
Secretary	Admin. Assistant, 1986	Copy Room Supervisor, 1990
Moving/Storage, 1987	Owner, 1990	Customer Service, 1989
Sr. Tax Auditor, 1980	Data Entry Oper. 1980	Electrician, 1986
Own Business, 1990	Packing, 1988	Product Specialist, 1989
Cash Card Coor., 1988	Table Maint. Clerk	Bank Teller, 1987
Registered Nurse, 1987	Systems Engr. 1982	Auditor, 1980

How CIS Courses and Program Helped Student in Present Situation	N	PCT of 220 Responses
Helped them perform better on present job	109	49.5
Helped them get their present job	72	32.7
Helped them in present educational situation	30	13.6
Had no effect on present job or educational situation	23	10.5
Not applicable	30	13.6

How CIS Courses or Program Helped Former Students Get Their Present Job

- Grade Point helped me get present job - Harper helped me get job before this one. My job before my present job, the company owner was an instructor at Harper and he asked for the names of students. I worked one year for him.
- Got a higher level job because of my degree
- Did not specify
- Got credentials to supplement work experience.
- All associate courses related to present job
- By teaching me good programming skills in "C".
- Company does not consider candidates without a degree
- After I had gotten my certificate I got promoted.
- Obtained Associate Degree
- Required field of study
- Obtained skills necessary to be promoted
- Use computers on job - understand how they operate
- Liked the fact that student had some training in computers.
- Is a computer operator.
- Helped me get into programming and advance through various layers.
- First programmed on a LAN within the distribution center. Then transferred to the mainframe type programming job.
- Use computers on the job.
- Needed the training to become a computer programmer.
- One of the company requirements was classes in computer science.
- By providing the knowledge base to work in a system's environment.
- Still do not use the computer much at work.
- Was the most computer literate in the company and received the network mgmt. position.
- Decide on a career in MIS
- Gained familiarity with computers
- Had the appropriate knowledge to obtain and perform the job.
- The degree plus other undergrad courses gave me a computer science background.
- It met their qualifications.
- Without the degree I don't think I would be considered for first job.
- Obtain necessary knowledge to teach other individuals, Director of PC Training.
- The DPR courses/computer knowledge.
- Reinforced my educational background.
- Gave me necessary program language knowledge - assembler - already had a bachelor's degree from another university.
- Had D-base and programming courses - is a programmer at job.
- It was a Plus "C" language program.
- Without the courses in data processing would not have been qualified for position.
- Was supervising shifts when dept. went to computers - they used me to do changeover.
- To obtain my present job I needed education in computers.
- Skills
- Understanding and use of programming IPC skills
- George's C Class made it easy t smoke everyone else in my advanced C Class at Roosevelt. My grades helped get my job, but my sample code was what really clinched it.

How CIS Courses or Program Helped Former Students Get Their Present Job (cont'd)

- I was able to get an internship at UNOCAL in data processing.
- Job qualification was to know some particular software.
- Changed his field from accounting to data processing.
- Uses computers in their hardware store.
- Increased my responsibilities
- Developed "C" Programs
- Helped me to become familiar with computers
- I am certain some familiarity would be required - it's too time consuming to teach a new office person everything.
- Gave me knowledge in programming, computers and operating systems.
- Had the skills and confidence to start my own business.
- Did not have any training or courses in data processing before starting Harper.
- It just helped me to get this job, although I do not use it at all.
- Internship
- I got my present job through a classmate in Harper.

How CIS Courses or Program Helped Former
Students Perform Better on Their Present Job

- The courses I took helped me because I work with RPG which is what courses I took.
- I tutor
- I do use the computer more now at work since I have the knowledge.
- Learned standard techniques and programming logic.
- I had gained more PC and programming knowledge which helped me run the G/L system.
- Work with computers and use D-Base IV.
- Had a general knowledge of areas of data processing.
- Did not specify
- Re-enforced knowledge
- Learned new skills and improved present skills.
- Help improve language skills
- Use D-base, Lotus 123
- Have learned analysis and language
- Helped me to understand the business side better
- Improved the skills I had
- Systems analysis and design is related to job.
- Provided instruction in basic data processing.
- Analysis and design tools.
- I was promoted from operations.
- More knowledge in computers.
- I use AREPORT generating language which is a lot like COBOL
- Programming in Autocad (LISP) (ADS)
- Trained in COBOL and Assembler, same 2 languages used in the job.
- It has helped me in having an overall better understanding of data processing.
- I did not advance in my job but it helped me do my job better.
- They helped me to get a good start in my job.
- Learned CICS command level.
- How to logically attach program problems - classroom program assignments.
- Helped to understand it more.
- My knowledge and skills.
- Improve job skills.
- With the skills I perform more effectively and efficiently.
- I learned more of the technical side.
- Better understanding of data communications.
- Increased computer knowledge.
- Gave skills to perform more efficiently.
- Would not have been qualified for position without these classes.
- Helped with improving functions of software thru customization of system.

How CIS Courses or Program Helped Former
Students Perform Better on Their Present Job (cont'd.)

- Helped me create accounting services for several clients and structure it to meet both our needs/its helping me organize my novel.
- Gained more confidence and knowledge to work on computers.
- Increased my programming knowledge.
- Because of my computer interest I am the focal point with the MIS Department.
- Increased programming skills/better understanding of programming logic.
- By giving me the technical knowledge required to perform.
- I am very proficient in C. because I have been turning out 500-700 lines of C Code per day. I got my first raise after 6 weeks and have been promised another raise soon.
- Increase skill knowledge.
- I know the software quite well/more familiar with computer programming and systems.
- Solve business problems on PC rather than doing it manually.
- Use most of the OP classes information because of a support position.
- Gave me better general knowledge.
- Presentation of reports from spread sheets/more knowledge of how things worked.
- Experience with the PC/using the skills learned and applying them.
- Exposure to technology enhanced productivity/degree required for this position.
- These classes should lead to a promotion.
- Helped me advance in my job/I now can read any program.
- Familiarity with programming, PC use/got opportunity to get into programming.
- Changed over from manual accounting to computerized on a PC.
- Update my information/I previously had computer hardware schooling, Harper improved software skills.
- Use the computer a good deal, mainly for accounting program and tax program, but also Lotus and SP.
- It taught me the structure of programming - gave me problem solving skills.
- It helped me keep up with an office that went computer.
- Gave me a greater understanding of computers/confidence in my job.
- I would not have gotten this job/helped me in applications.
- Using Lotus in current position/programming logic.

How CIS Courses or Program have Helped Former
Students in Their Present Educational Situation

- Knowing basic knowledge on Cobol, Assembler.
- Courses apply to Major (Accounting)
- Just short of 2-year degree, will continue on.
- Learned a lot about software packages/transfer courses.
- Provided course to transfer for BA to Northeastern.
- Earned an Associate Degree at Triton
- Getting a 4-year degree in Data Processing.
- Prepared student to enter a 4-year college.
- Pursuing a bachelor's degree at Roosevelt in Computer Science.
- Part-time student at Roosevelt - 6 classes away from Bachelors Degree.
- Apply few courses to a graduate degree - did not have to take retake courses.
- Have gone on to get a 4-year degree in computer science.
- Learn basic concepts and accelerated from there to BA faster.
- Prepared me for master's study at Northern.
- Getting an MBA now - Word Perfect - Take notes better.
- Gave me a good foundation for further education.
- Currently working on a 4-year degree and have used WP for papers and reports. Just the basis of depth of coursework made it easier to work on a mainframe, a requirement for a statistics course that I took.
- For attaining a BS - gave me a base for BS in computer science from Roosevelt University.

Value of CIS Courses to Former Students Either on
Their Present Job or in Their Present Educational Situation

Course		N	Average Value Index*
CIS-220	Topics in Data Processing	7	1.14
CIS-176	Advanced C	6	1.50
CIS-210	Computer Programming/Advanced Assembler	16	1.56
CIS-106	Computer Logic & Programming Technology	107	1.64
CIS-266	CTT & Object Oriented Software Development	6	1.67
CIS-125	Word Processing for Micros	27	1.70
CIS-123	Spreadsheet/Budgeting for Micros	52	1.77
CIS-124	Advanced Spreadsheet for Micros	41	1.78
CIS-230	Computer Programmer Internship	9	1.78
CIS-108	Computer Programming/COBOL	83	1.80
CIS-133	Personal Computer Programming/Assembler Lang.	10	1.90
CIS-208	Computer Programming/Advanced COBOL Lang.	53	1.92
CIS-203	Systems Analysis and Design I	72	1.93
CIS-134	Personal Computer DOS	27	1.93
CIS-110	Computer Programming/Basic Assembler Lang.	71	1.94
CIS-204	Systems Analysis and Design II	53	1.98
CIS-170	Intro to Data Communications	51	1.98
CIS-166	Intro to Programming C	28	2.00
CIS-147	Windows	9	2.00
CIS-120	Intro to Business Software Packages	31	2.06
CIS-128	DOS Basics for Micros	15	2.07
CIS-126	Graphics for Micros	18	2.11
CIS-100	Computer Literacy	24	2.12
CIS-145	Microcomputer Hardware	8	2.12
CIS-154	Desktop Publishing	17	2.12
CIS-270	Data Communications Applications (CIC)	22	2.14
CIS-101	Intro to Data Processing	118	2.17
CIS-202	Programming Systems	39	2.18
CIS-122	Database for Microcomputers	32	2.19
CIS-171	Microcomputer Networks	10	2.20
CIS-148	Utilities	9	2.22
CIS-152	Data Base Programming, Microcomputers	12	2.25
CIS-130	BASIC for Business	28	2.32
CIS-280	Introduction to Data Base	16	2.38
CIS-137	Computer Operator Internship	8	2.38
CIS-146	OS/2	7	2.43
CIS-240	Advanced RPG-II	7	2.43
CIS-131	Microcomputer Printer	13	2.54
CIS-144	Advanced DOS	7	2.57
CIS-136	Job Control/Utilities	13	2.62
CIS-140	Report Program Generator (RPG)	15	2.80
CIS-149	UNIX	10	2.80
CIS-150	Business FORTRAN	9	2.89
CIS-135	Computer Operator	11	2.91
CIS-160	Intro to PASCAL Programming	12	2.92

*Value Index -- 1 = Of High Value
2 = Of Value
3 = Of Some Value
4 = Of No Value

Skills and Competencies NOT Developed at Harper Which Would Have Been Helpful When First Starting Out	N	PCT of 118 Responses
- More knowledge about JCL	54	45.8
- More knowledge about windows	43	36.4
- More knowledge about hardware	37	31.4
- Business report writing	33	28.0
- Presentation skills	32	27.1
- Management	30	25.4
- Microcomputer applications	28	23.7
- More knowledge about CASE tools	28	23.7
- Technical report writing	28	23.7
- Accounting	24	20.3
- More knowledge about Norton Utilities	23	19.5
- Standards of programming and documentation	23	19.5
- More knowledge about AS-400	20	16.9
- Finance	18	15.3
- More knowledge about OS	17	14.4
- Systems design	17	14.4
- Structured analysis and programming	17	14.4
- More knowledge about OS/2	15	12.7
- Systems analysis	14	11.9
- Systems and program documentation	12	10.2
- More knowledge about expert systems	8	6.8
- More knowledge about Quicken	5	4.2

Other Computer Skills

Data Structure
Quick Basic Programming
UNIX Basics, UNIX System
Apollo
MAC Software
Systems Dev. Life Cycles
Networking
In-Class Lab Aid
Different Types of Sorts
More Mainframe Utilities
Algrithim Studies - Experience with Relational Database
IDM/R - ADS/ONLINE
Standard Dev. Method
Responses RSTX
DOS
VSAM Files
PC Application
File Structure Design
Data Comm. Courses
Graphics/Animation Program

Other Communication Skills

- ENG/101
- I would suggest that instead of English to have Business Communications class required instead. That has been more useful to me. Everyone in every capacity must communicate in writing on the job and business today is requiring more reports and justification on current job and projects than ever before.

Other General Business Skills

- Distribution Systems
- Corporate politics - team building
- Business cycle e.g., manufacturing business cycles - how each component of business works with other components.

Overall Judgment of Faculty

Judgment	Index*	Full-Time Faculty N	Full-Time Faculty PCT	Part-Time Faculty N	Part-Time Faculty PCT
Outstanding	+3	57	50.4	38	35.2
Good or about average	+2	32	28.3	31	28.7
OK - Minimum standards met	+1	3	2.7	5	4.6
A mixture	0	18	15.9	29	26.9
Unsatisfactory	-1	3	2.7	5	4.6
Total		113	100.0	108	100.0
Average Index*		2.08		1.63	

Additional Training That Today's Students Should Receive to Prepare Them for a CIS Occupation

Areas of Preparation	N	Percent of 181 Responses
Network	109	60.2
Data Base	108	59.7
Microcomputer Applications	87	48.1
CICS	73	40.3
OS/JCL	69	38.1
UNIX Operating System	61	33.7
Data Security - Data Privacy	60	33.1
Teleprocessing	47	26.0
AS-400	45	24.9
IMS	43	23.8
Interactive Processing	43	23.8

Other Additional Training Which Today's Students Should Receive to Prepare Them for a CIS Occupation

- Use of Mini's or PC Computers, not mainframe - modems and LANS
- Utilities - E/Mail - DOS and Operating Systems on a PC level
- Project Management - Debugging - General Management Systems Design
- Documentation & Standards - CASE Tools - Financial Appl. - Program Maintenance
- File Structure Design - Intro. to PC Data Communications Applications.
- CICS Cass at Harper was inadequate - not given enough time for lab work.
- RPG III - it depends on the area of DP that the student wants to go into.
- Dump Reading - Study of Operating Systems - RPG III, RPG 400, CL, Buy an AS-400
- Good program documentation, more emphasis on debugging techniques and good code for others to be able to modify.
- Word Perfect - Train in DP field - Network training - network programming
- DATAFLEX Focus, PG COBOL - C Language - Lotus WP Printing - MVS Concepts and Facilities
- Don't think an individual can really learn everything they might need to know because there so few "industry standards" - every company uses their own system.
- Business writing - Lotus for accounting applications - PC programming
- Expand on F some ability to actually write and run JCL/not just do examples in class.
- D-Base 2 - DOS - Update prog. languages (Fortran Language) - Macintosh course
- More Personal computer training - IBM38, RPG33, Interactive Programming
- Job Study Program - Get experience in field - Data Imaging - Internship - Lotus
- These are all marketable skills - Local area networks - how systems interact.
- More business related programs and technics - VM-MVS, VTAM-CICS, etc.

Other Comments about the Faculty, The Courses
Or the Relevance of the Curriculum

- Hope Harper's programming courses should be intensive - when I took DPR-110 assembler language only 4 programs are required through whole semester - but when I went to NIU the same course required 12 programs per semester - overall, the programs at Harper are too easy.
- RPG was a good course with an excellent instructor - but in the real world RPG has advanced a lot and is quite different; however, it helped me get started in the field I wanted. I now program with RPG400 and AS400, I appreciate all that I learned at Harper.
- Many things in class were not explained enough. I spent a lot of time in the lab, DPR106 was too difficult for a beginner who never did any basis or programming. I spent about 25-30 hours per week in homework for the one course. DPR101 also assumes people know Basic. They should not require Basic Programming in that course.
- When a new teacher comes to Harper they should have closer guidance from heads of the department.
- Accounting 102 should be replaced with a CIS class.
- Jay Singlemann's assembler and Bob Udina's Data Communications courses have been my greatest benefit.
- I thoroughly enjoyed the Lotus courses and Wordperfect. D-Base II was OK though I still prefer Lotus. The D-Base III instructor was excellent though I enjoyed my instructor for Wordstar 2000, but I really disliked the way the course was set up, because it included WS, WS-2000 and some other processing program. Too difficult for me to learn when teacher has 4 programs going at the same time.
- DPR-202 was the only course and especially the instructor that truly cared about the curriculum that was taught. This made other students upset that they would not get a free ride as in other classes. I don't feel that many students realize what is expected of them - in a 4-year college or in real life situations.
- Courses and faculty were as good or better than in other schools I attended.
- The best teacher I had was Virginia Bender - I got the most out of her classes.
- The instructor for Programming Systems was poor - The course on D-Base was never available. Lab work was redundant - a D-Base model should be created by student and built upon for each case.
- I enjoyed Harper and plan to attend again part time in the near future. Mrs. Bender is a very professional teacher.
- Faculty was knowledgeable, patient, understanding, willing to spend time in areas where needed and very helpful.
- I really enjoyed my four classes at Harper.
- Thought teachers were good - many of them had practical experience in the field.
- I am very satisfied with my education from Harper - I wish you offered a 4-year degree.
- The classes at Harper made it easy to graduate with honors from Roosevelt. I was over-prepared for all of my advanced programming classes at R.U.
- The courses I took gave me a solid base to build upon and become successful in my current studies at NIU.
- Some of the part-time technical staff in the lab were not helpful at all/Very impatient.
- DPR-202 programming systems instructor was teacher at a graduate school level and did not get through to many of the students.
- I found most everything you learned was by your book on your own time or by the tutoring center. Most teachers were there to hand out chapters to read and test. The tutors were more helpful to me - they taught me more and I feel they deserve more credit than they receive.
- The 101 course seemed to be a lot of irrelevant work in regard to programming in BASIC. Most students in class had to go to the lab to understand and complete assignment because instructor could not help.

Other Comments about the Faculty, The Courses
Or the Relevance of the Curriculum (cont'd)

- DPR-106, presentation consisted more of an overview - this course needs more specifics and especially in the diagramming of its functions.
- Faculty did not present mat'l so that students could understand/book complex.
- With that Harper could have offered a 4-year program because many 4-year schools are way behind industry and Harper was within reach of the leading edge.
- Some of the teachers, however, experts they may be in their field, do not know how to teach that material for which they are experts.
- Part-time teachers seemed more in tune with current trends.
- The worst class and teacher I had was in "C" - The best course I took was Data Communications - Networking lab would be great.
- More things are going on in the corporate environment than what is taught.
- Have been waiting for several years for DPR-132 to be offered so I can get a certificate in microcomputers.
- Part-time faculty often poorly prepared.
- DPR-108, COBOL helps a lot in business field. The teacher is really helpful.
- The teachers at Harper are better than Roosevelt which I now attend.
- Very good
- DOS was a waste of time - the instructor had no clue what she was doing - I could have really used those skills. Data Communications and SYS analysis and design were good. Basic was OK. Cobol was wasted time, would have liked to have had a better instructor. Some operations courses should be required.
- I loved the courses and just wish I could have used them - I may be able to use the skills I acquired if we are able to get the computer we are trying for.
- It is a very worthwhile program for someone who starts at zero computer knowledge level.
- Computers require a lot of hands-on experience. Harper is sufficient in this area.

CIS Seminars, Courses and Workshops Attended at Harper

- DPR/101, DPR/106, DPR/108, DPR/110, DPR/134, 170, 202, 203, 204, 208, 230.
- DPMA/Programming Courses
- Systems Analysis and Design I and II, Operating Systems, Lotus I, D-Base, Wordstar
- D-Base, Intro Class, CICS, Programming Systems, COBOL I, Advanced COBOL, Assembler I, Computer Logic & Programming Tech., Systems Analysis & Design I and II.
- None - have not received any kind of information on them.
- Programming, Accounting, Design/Analyst
- D-Base III Certificate Class
- The required courses for business data processing degree.
- Harvard Graphics - Telecommunication
- Seriously thinking about taking some in 1992
- AAS Data Processing Courses
- None - have gone to other institutions to gather better teaching instruction - -
- No seminars or workshops
- Enough to get tech. certificate and associate degree
- Word Perfect 5.0, Lotus 123, Data Processing 101
- Macintosh and IBM Word Perfect
- None, other than credit classes
- None, since graduation
- DOS, LOTUS, Desktop Publishing, Business Writing, Basic

CIS Seminars, Courses and Workshops Attended in Industry

- C Programming, CICS, Data Structure
- Common, Intro to AS400, RPG400, CL Programming and similar seminars.
- IMG, OS/JCL/ Data-Xpert, ISPF
- UNIX, System Admin. DNS
- EDI Seminar, Project Management Seminar
- Database, Focus, Systemanalysis and Design, Windows
- EDI Seminars, Management seminars, Over 40 at IBM
- JCL, DOS, Microsoft, Adept, Advanced Adept (Natural/Adadas)
- Tandem Operations, Impact Message Way and Operations, Chicago; EDI Vaero Group Services, T/BA in Feb. Telestrateques 2-day seminar in teleprocessing, TCP/IP, IBM IIN I/E Service Administrations.
- D-Base II Course
- Mac Software Applications - Multiple
- Have taken many through my company - too many to elaborate as my company has an extensive DP technical and most technical training areas.
- A 12-hour course on an introduction to micro computer networks.
- Numerous seminars - Paradox, Harvard Graphics, IMS/DLI
- Third level architecture, systems network architecture, D-base comparison, MVS/ESA, Optical storage, enterprise systems architecture, artificial intelligence barcode technology, information engineering, human factors in software design, interconnect, client, server/enterprise connectivity.
- CICS Logic, Debugging (online software international)
- They were specific only to the Finance Industry
- Powerhouse, RDB - Natural, Group One Software
- Many IBM Programming courses, 15-courses in 1990-199, one course is 5 days
- Dataflex 3.0 - Word Perfect, Paradox, Object/Oriented Concepts, DOS, Harvard Graphics, CICS, OS/JCL, SAAS, CAD/CAM
- Many of those provided by Tandem Computers, Inc. - Technical writing - how to handle customer problems
- Intro Pagemaker - for the IBM
- AAS Associate Degree from Oakton Community College in Data Processing. Industry Manufacturing, Resource Planning, Bills of Material, Prime Compath System, Burroughs Computer Systems, Prime Information, Disc Processing.
- In many various forms - Lotus
- Software licensing, Intro to Networks - over 30 classes of various networking and UNIX
- Security/RACF conferences

CIS Seminars, Courses and Workshops Former
Students Would Attend if Offered at Harper

- Intensive System Programming in C
- Anything that would have to do with AS/400 and RPG - DOS - All
- One term TCL Course with a prerequisite - Hardware problems - what to do if they arise.
- Unix, Sendmail.EF - EMAILCONF
- Anything to do with structure techniques - AS400 Discovery
- I have a problem with all-day seminars - I cannot absorb information and apply it productively in one session, extended or not. I do better 8-week courses.
- Internship classes - Case Tools, Microcomputer Applications, Network
- Many of what is already offered when time permits - Network, AS/400
- I would like to see more or at least a introduction to the personal computer and a PC applications survey type course included in the AS degree in Data Processing
- My main interests right now would be SYS38/AS400 CL Programming, Any RPG III Programming Courses, Any AS/400 courses.

CIS Seminars, Courses and Workshops Former
Students Would Attend if Offered at Harper (cont'd)

- Object Oriented - Environments/Administration - Supervising and Troubleshooting
- Trends in MIS-Business Sector, Future Directions, Windows, WordPerfect 5.1
- Communications, Security Courses, any AS/400 or main frame communications.
- At this time - probably none.
- A to D interfacing with programming robot control.
- Those on Network D-Base
- Macintosh courses - Microsoft software applications, D-Base, Windows, DOS
- If cheaper - too expensive -- I would take more courses if I could get a job in the field.
- May attend Windows in the future, also Pagemaker for IBM.

A P P E N D I X

- Survey Instrument
- Cover Letter

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398
708-397-3000

Fall 1991

Dear Student:

The Computer Information Systems Department (CIS) - formerly called the Data Processing Department - is doing a program review this year. Because of this, we would like to take this opportunity to obtain some information from you about your experiences at Harper College. Any information you give us will help in our planning for the future and help us to be sure that we are meeting the needs of our students.

The information you supply will be kept strictly confidential and will be used only in combination with answers from other students. The number on the survey enables us to remove your name from the mailing list when your completed response is received. This saves us the cost of a second follow-up mailing in addition to a follow-up telephone call to non-respondents. For your convenience in returning the questionnaire we have enclosed a self-addressed envelope.

Your response to this survey is greatly appreciated - your input is important!

Very truly yours,

Virginia B. Bender

Virginia B. Bender
CIS Coordinator

jc
Enclosures

FOLLOW-UP SURVEY OF DATA PROCESSING STUDENTS

1- What was your enrollment goal when you entered the Data Processing Program at Harper College? Check (x) one.

_____ A. To take a few courses
_____ B. To earn a certificate in data processing
_____ C. To earn as associate degree in data processing

2- What was your expected outcome as a result of enrolling in the Data Processing Program at Harper College? Check (x) one.

_____ A. To take data processing courses as an elective or for general interest.
_____ B. To upgrade my skills in my present job situation.
_____ C. To prepare myself to get a job in the data processing field.
_____ D. To prepare myself to transfer to a baccalaureate program in data processing.

3- Did you work in the field of data processing while attending Harper College? Check (x) one.

_____ A. Yes, a full-time job
_____ B. Yes, a part-time job
_____ C. No, but I worked in another field
_____ D. No, I did not work

4- What did you do immediately after leaving Harper? Check (x) one.

_____ A. Took a job with the same company for which I was working while still at Harper.
_____ B. Took a job in the data processing field.
_____ C. Took a job out of the data processing field.
_____ D. Continued my education at another college.
_____ E. Other (specify)_____
_____
_____

5- Describe your present job. Job Title_____

Industry Type

_____ A. Agribusiness
_____ B. Service Industry
_____ C. Construction
_____ D. Transportation
_____ E. Communication
_____ F. Utilities
_____ G. Retail Trade
_____ H. Wholesale Trade
_____ I. Manufacturing
_____ J. Finance
_____ K. Education
_____ L. Government
_____ M. Publishing
_____ N. Insurance
_____ O. Other (specify)
_____
_____
_____

6- What is your annual salary range? Answer only if employed **full time**. Check (x) one.

_____ A. $ 5,000 - $ 6,999 per year or $ 2.40 - $ 3.36 per hour
_____ B. $ 7,000 - $ 8,999 per year or $ 3.37 - $ 4.32 per hour
_____ C. $ 9,000 - $ 9,999 per year or $ 4.33 - $ 4.80 per hour
_____ D. $10,000 - $11,999 per year or $ 4.81 - $ 5.76 per hour
_____ E. $12,000 - $14,999 per year or $ 5.77 - $ 7.20 per hour
_____ F. $15,000 - $19,999 per year or $ 7.21 - $ 9.61 per hour
_____ G. $20,000 - $24,999 per year or $ 9.62 - $12.02 per hour
_____ H. $25,000 - $29,999 per year or $12.03 - $14.42 per hour
_____ I. $30,000 - $34,999 per year or $14.43 - $16.83 per hour
_____ J. $35,000 - $39,999 per year or $16.84 - $19.23 per hour
_____ K. $40,000 - $49,999 per year or $19.24 - $24.03 per hour
_____ L. $50,000 - $59,999 per year or $24.04 - $28.84 per hour
_____ M. $60,000 - $69,999 per year or $28.85 - $33.65 per hour
_____ N. $70,000 - $79,999 per year or $33.66 - $38.46 per hour
_____ O. $80,000 - $89,999 per year or $38.47 - $43.27 per hour
_____ P. $90,000 per year and over or $43.28 per hour and over

7- If employed upon leaving Harper College, what was your starting job title?_____Year Began Job_____

Industry Type

_____ A. Agribusiness
_____ B. Service Industry
_____ C. Construction
_____ D. Transportation
_____ E. Communication
_____ F. Utilities
_____ G. Retail Trade
_____ H. Wholesale Trade
_____ I. Manufacturing
_____ J. Finance
_____ K. Education
_____ L. Government
_____ M. Publishing
_____ N. Insurance
_____ O. Other (specify)_____
_____

8- If employed upon leaving Harper, what was your starting annual salary? Answer only if employed **full time**. Check (x) one.

_____ A. $ 5,000 - $ 6,999 per year or $ 2.40 - $3.36 per hour
_____ B. $ 7,000 - $ 8,999 per year or $ 3.37 - $ 4.32 per hour
_____ C. $ 9,000 - $ 9,999 per year or $ 4.33 - $ 4.80 per hour
_____ D. $10,000 - $11,999 per year or $ 4.81 - $ 5.76 per hour
_____ E. $12,000 - $14,999 per year or $ 5.77 - $ 7.20 per hour
_____ F. $15,000 - $19,999 per year or $ 7.21 - $ 9.61 per hour
_____ G. $20,000 - $24,999 per year or $ 9.62 - $12.02 per hour
_____ H. $25,000 - $29,999 per year or $12.03 - $14.42 per hour
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_____ L. $50,000 - $59,999 per year or $24.04 - $28.84 per hour
_____ M. $60,000 - $69,999 per year or $28.85 - $33.65 per hour
_____ N. $70,000 - $79,999 per year or $33.66 - $38.46 per hour
_____ O. $80,000 - $89,999 per year or $38.47 - $43.27 per hour
_____ P. $90,000 per year and over or $43.28 per hour and over

9- How did the data processing courses and program at Harper College help you in your present job situation? Check (x) all those appropriate.

_____ A. They helped me get my present job (specify how):_____

_____

_____ B. They helped me perform better on my present job (specify how):_____

_____

_____ C. They have not had any effect on my job or educational situation.

_____ D. They have helped me in my present educational situation (specify how):

_____

_____ E. Question is not applicable.

10- Rate the value to you of each of the following data processing courses either on your present job or in the college you are now attending. Check (x) one column for each course.

Course	Title	Of High Value	Of Value	Of Some Value	Of No Value	Did Not Take Course
DPR-100	Computer Literacy					
DPR-101	Intro. to Data Processing					
DPR-106	Computer Logic and Programming Technology					
DPR-108	Computer Programming/COBOL					
DPR-110	Computer Programming/Basic Assembler Language					
DPR-120	Intro. to Business Software Packages					
DPR-122	Data Base for Micros					
DPR-123	Spread Sheet/Budgeting for Micros					
DPR-124	Advanced Spreadsheet for Micros					
DPR-125	Word Processing for Micros					
DPR-126	Graphics for Micros					
DPR-128	DOS Basics for Micros					
DPR-130	BASIC for Business					
DPR-131	Microcomputer Printer					
DPR-133	Personal Computer Programming/Assembler Language					
DPR-134	Personal Computer DOS					
DPR-135	Computer Operator					
DPR-136	Job Control/Utilities					
DPR-137	Computer Operator Internship					
DPR-140	Report Program Generator(RPG)					
DPR-144	Advanced DOS					
DPR-145	Microcomputer Hardware					
DPR-146	OS/2					
DPR-147	Windows					
DPR-148	Utilities					
DPR-149	UNIX					
DPR-150	Business FORTRAN					
DPR-152	Data Base Programming, Microcomputers					
DPR-154	Desktop Publishing					
DPR-160	Intro to PASCAL Programming					

(Continued on following page)

Course	Title	Of High Value	Of Value	Of Some Value	Of No Value	Did Not Take Course
DPR-166	Intro to Programming C	____	____	____	____	____
DPR-170	Intro to Data Communications	____	____	____	____	____
DPR-171	Microcomputer Networks	____	____	____	____	____
DPR-176	Advanced C	____	____	____	____	____
DPR-202	Programming Systems	____	____	____	____	____
DPR-203	Systems Analysis & Design I	____	____	____	____	____
DPR-204	Systems Analysis & Design II	____	____	____	____	____
DPR-208	Computer Programming - Advanced COBOL Language	____	____	____	____	____
DPR-210	Computer Programming - Advanced Assembler	____	____	____	____	____
DPR-220	Advanced C	____	____	____	____	____
DPR-230	Computer Programmer Internship	____	____	____	____	____
DPR-240	Advanced RPG II	____	____	____	____	____
DPR-266	CTT and Object Oriented Software Development	____	____	____	____	____
DPR-270	Data Communications Applications (CIC)	____	____	____	____	____
DPR-280	Introduction to Data Base	____	____	____	____	____

11- Please check ALL skills, courses and competencies listed below which were NOT developed at Harper which could be helpful to you now or which would have been helpful when you first became employed after leaving Harper College.

_____ A. Microcomputer Applications
_____ B. More knowledge about JCL
_____ C. More knowledge about OS
_____ D. More knowledge about OS2
_____ E. More knowledge about Expert Systems
_____ F. More knowledge about CASE Tools
_____ G. More knowledge about AS-400
_____ H. More knowledge about Windows
_____ I. More knowledge about Norton Utilities
_____ J. More knowledge about Hardware
_____ K. More knowledge about Quicken
_____ L. Standards of programming and documentation
_____ M. Systems and program documentation
_____ N. Systems analysis
_____ O. Systems design
_____ P. Structured analysis and programming
_____ Q. Other (specify)_____
_____

Communication Skills

_____ R. Technical report writing
_____ S. Business report writing
_____ T. Presentation skills
_____ U. Other (specify)_____
_____

General Business

_____ V. Accounting
_____ W. Finance
_____ X. Management
_____ Y. Other (specify)_____
_____

12- What is your overall judgement of the faculty who taught data processing at Harper College? Check (x) one in each column.

	Full-Time Faculty	Part-Time Faculty
_____ A. Outstanding - they really caused me to learn a lot.	_____	_____
_____ B. Good or about average	_____	_____
_____ C. OK - they presented all the required material in a manner that could be understood.	_____	_____
_____ D. A mixture - some were good, some were OK, and some were unsatisfactory	_____	_____
_____ E. Unsatisfactory - either only a part of the required material was presented or the material was presented in such a manner that it was hard to understand	_____	_____

13- Make any specific comments about the faculty, the courses or the relevance of the curriculum that you wish.

_____

_____

_____

_____

14- What additional training should today's students receive to prepare them for a data processing occupation? Check (x) ALL that apply.

_____ A. Data Base
_____ B. IMS
_____ C. CICS
_____ D. Teleprocessing
_____ E. Interactive Processing
_____ F. OS/JCL
_____ G. Data Security - Data Privacy
_____ H. Microcomputer Applications
_____ I. Network
_____ J. AS-400
_____ K. Unix Operating System
_____ L. Other (specify)_____

_____

15- What data processing seminars, courses and workshops, if any, have you attended at Harper College?_____

_____

_____

16- What data processing seminars, courses and workshops, if any, have you attended in industry?_____

_____

_____

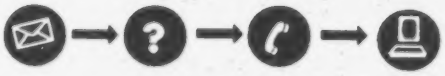
17- Data processing seminars, courses and workshops I would attend if they were offered at Harper College:_____

_____

_____

THANK YOU for responding to this survey - your input is very important to us!

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398

Office
of
Planning
and
Research 

OPERATIONAL STAFF:

Janice Cook, Secretary

Karla Hill
Salome Joseph
Linda Goers
Rebecca Korbecki
Karen Holmer
Lauren Cook
Donna Woodruff

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